

**Tennessee Department of Education
Title I School Improvement Funds
Competitive High School ReDesign
Scoring Rubric**

Name of School _____

Section	Level 3 <i>Exceptional</i>	Pts.	Level 2 <i>Adequate</i>	Pts.	Level 1 <i>Inadequate</i>	Pts.	Pts. Assigned
Proposal Introduction	<p>Signatures on grant include: -director of schools, -high school principal, -Exemplary Educator or AGE staff member, -STAT consultant if applicable, and -Title I Director NCLB Field Service Consultant.</p> <p>Board chair signature should be obtained ASAP but at least by May 8.</p>	2			Required signatures are not included	0	
Part I-District							
1. District Needs Assessment	<p>The demographics of the district are thoroughly described.</p> <p>The district's AYP status is provided along with a thorough description of the data by subgroup where the district did not meet state and federal AYP benchmarks.</p> <p>The schools for which funding is being requested are identified and the schools are prioritized according to needs of each school and the school's capacity to implement the SIF project and move out of improvement status. A Priority Form is attached to the grant proposal.</p>	5	<p>The demographics of the district are provided.</p> <p>The district's AYP status is provided along with data by subgroup where the district did not meet state and federal AYP benchmarks.</p> <p>The schools for which funding is being requested are identified and the schools are prioritized according to needs of each school and the school's capacity to implement the SIF project and move out of improvement status. A Priority Form is attached to the grant proposal.</p>	3	Requirements not met.	1	

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2. District Support, Administration, Implementation, and Progress Monitoring	<p>There is extensive evidence provided of district commitment to assist the school to fully implement the proposal.</p> <p>The administering, implementing, and monitoring the SIF grant is described in a plan that:</p> <ul style="list-style-type: none"> • specifies district support and technical assistance that will be available to the school included in the grant application. • identifies all district staff responsible for providing support and technical assistance • lists staff by job titles, as individuals, or as groups as appropriate (e.g. Language Arts Supervisor, Math Coach, Federal Programs Director, Supervisor of Instruction etc.). • describes and explains the coordination of SI grant funds and activities with all other school improvement efforts in the district. 	10	<p>There is evidence provided of district commitment to assist the school to fully implement the proposal.</p> <p>The administering, implementing, and monitoring the SIF grant is described in a plan that:</p> <ul style="list-style-type: none"> • specifies district support and technical assistance that will be available to the school included in the grant application. • identifies all district staff responsible for providing support and technical assistance • lists staff by job titles, as individuals, or as groups as appropriate (e.g. Language Arts Supervisor, Math Coach, Federal Programs Director, Supervisor of Instruction etc.). • describes the coordination of SI grant funds and activities with all other school improvement efforts in the district. 	7	Limited or no requirements met.	1	

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2. District Support, Administration, Implementation and Progress Monitoring (continued)	<p>2. Cont. There is extensive evidence provided of district commitment to assist the school to fully implement the proposal.</p> <p>The administering, implementing, and monitoring the SIF grant is described in a plan that:</p> <ul style="list-style-type: none"> • specifies all district and other resources targeted for school improvement i.e., local school improvement funds/initiatives, equity projects, remediation, etc.) that will supplement this grant. 		<p>2. Cont. There is evidence provided of district commitment to assist the school to fully implement the proposal.</p> <p>The administering, implementing, and monitoring the SIF grant is described in a plan that:</p> <ul style="list-style-type: none"> • specifies all district and other resources targeted for school improvement i.e., local school improvement funds/initiatives, equity projects, remediation, etc.) that will supplement this grant. 				
3. District Sustainability of ReDesign	<p>A thorough and well-defined plan is described detailing how the district will sustain the improvements implemented as part of the high school redesign grant without assistance from state or private external technical assistance providers.</p>	5	<p>A plan is described detailing how the district will sustain the improvements implemented as part of the high school redesign grant without assistance from state or private external technical assistance providers.</p>	3	<p>Requirements not met.</p>	1	

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<p>4. District Collaborative Partnerships with Stakeholders (required)</p> <p>Applicants are required to plan, implement, and monitor their project initiatives through a collaborative process that includes staff, parents, students, and local community/business partners.</p>	<p>A. District collaboration efforts with local community/business partners to develop the SIF project applications are described.</p> <p>B. There is a detailed description of the community/business partners, their roles, and their commitments to the district in supporting the implementation of proposed improvement strategies.</p> <p>There is a signed letter from each partner, written on the partner's letterhead, and confirming the partner's commitment to the grant.</p> <p>C. The collaborative partnerships formed between the district, school, and their stakeholders for the support of the SIF project are thoroughly described .</p>	8	<p>District collaboration efforts with local community/business partners to develop the SIF project applications are described.</p> <p>There is a description of the community/business partners, their roles, and their commitments to the district in supporting the implementation of proposed improvement strategies.</p> <p>There is a signed letter from each partner, written on the partner's letterhead, and confirming the partner's commitment to the grant.</p> <p>The collaborative partnerships formed between the district, school, and their stakeholders for the support of the SIF project are described.</p>	5	Requirements not met.	1	

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5. External Providers (optional)	Any contract for technical assistance from an external provider is explained by listing the entity and providing a brief description of their school improvement experience and expertise.		Any contract for technical assistance from an external provider is explained by listing the entity and providing a brief description of their school improvement experience and expertise.				
6. District Internal Evaluation	<p>There is a comprehensive description of the district plan for conducting an internal evaluation process throughout the implementation of the project. The plan includes:</p> <ul style="list-style-type: none"> • what data will be collected • how the data will be collected, how often the data will be collected • how the data will be shared with and improvement input solicited from teachers and other stakeholders • and how changes and progress between data collection points will be monitored. 	5	<p>There is a description of the district process for conducting an internal evaluation throughout the implementation of the project. The process includes:</p> <ul style="list-style-type: none"> • what data will be collected • how the data will be collected • how often the data will be collected • how the data will be shared with and improvement input solicited from teachers and other stakeholders • how changes and progress between data collection points will be monitored. 	3	Requirements not met.	1	

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<p>7. District External Evaluation</p> <p>The TDE requires each school to allocate 5% of their budget for an external evaluation.</p>	<p>There is a full description of the criteria and process the district will use to select an external evaluator.</p>	8	<p>There is a description of the criteria and process the district will use to select an external evaluator</p>	5	<p>Requirements not met.</p>	1	
<p>8. District Budget (If Applicable)</p>	<p>The proposal includes a budget that outlines the district portion of funds that will be used to support district administration, support, internal monitoring, and evaluation and of the SIF grant.</p> <p>The budget is detailed using the State's budget codes and includes a comprehensive budget narrative fully explaining each budget line item.</p>	N/A	<p>The proposal includes a budget that outlines the district portion of funds that will be used to support district administration, support, internal monitoring, and evaluation and of the SIF grant.</p> <p>The budget is detailed using the State's budget codes and includes a comprehensive budget narrative fully explaining each budget line item.</p>	N/A	<p>Requirements not met. .</p>	N/A	

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Part II-School							
1. School Needs assessment: School profiles, AYP data, and Previous School Improvement Actions	Extensive information and data are provided on the following: <ul style="list-style-type: none"> • School demographics • Teacher experience • Teacher qualifications • Instructional resources • Educational program • TCAP data • Graduation rate • AYP history • Implementation of component 4 of the SIP 	10	Information and data are provided on the following: <ul style="list-style-type: none"> • School demographics • Teacher experience • Teacher qualifications • Instructional resources • Educational program • TCAP data • Graduation rate • AYP history • Implementation of component 4 of the SIP 	7	Requirements not met. .	1	

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2. School Description and Explanation of Selected Research-based School improvement Strategies	<p>a. An explanation is provided of the existing or proposed strategies/activities that will be used to implement all elements listed below, from the <i>Eight Elements of High School Improvement: A Mapping Framework</i>.</p> <ol style="list-style-type: none"> 1. Rigorous Curriculum and Instruction 2. Assessment and Accountability 3. Teacher Quality and Professional Development 4. Student and Family Supports 5. Stakeholder Engagement 6. Leadership and Governance 7. Organization and Structure 8. Resources for Sustainability <p>The detailed explanation of the strategies/activities includes:</p> <ul style="list-style-type: none"> • which of the eight elements are to be targeted in the grant • why these strategies/activities were selected • how they address the needs of the school • how they address AYP status 	15	<p>a. An explanation is provided of the existing or proposed strategies/activities that will be used to implement all elements listed below, from the <i>Eight Elements of High School Improvement: A Mapping Framework</i>.</p> <ol style="list-style-type: none"> 1. Rigorous Curriculum and Instruction 2. Assessment and Accountability 3. Teacher Quality and Professional Development 4. Student and Family Supports 5. Stakeholder Engagement 6. Leadership and Governance 7. Organization and Structure 8. Resources for Sustainability <p>The limited explanation of the strategies/activities includes:</p> <ul style="list-style-type: none"> • which of the eight elements are to be targeted in the grant • why these strategies/activities were selected • how they address the needs of the school • how they address AYP status 	10	Requirements not met. .	1	

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2. School Description and Explanation of Selected Research-based School improvement Strategies (continued)	b. It is extremely clear as to how the identified strategies will add value to or expand on the previous improvement efforts, corrective actions, and/or restructuring efforts that have not yet moved the school out of improvement	5	b. It is clear as to how the identified strategies will add value to or expand on the previous improvement efforts, corrective actions, and/or restructuring efforts that have not yet moved the school out of improvement	3	b. Requirements not met.	1	
	c. It is clear as to how the identified strategies will result in changes to the school's improvement plan	3	c. It is clear as to how the identified strategies will result in changes to the school's improvement plan	2	c. Requirements not met.	1	
	d. There is an extensive plan to sustain redesign without assistance from state grants or private external technical assistance providers.	3	d. There is a plan to sustain redesign without assistance from state grants or private external technical assistance providers.	2	d. Requirements not met.	1	

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3. School Program Administration, Implementation and Progress Monitoring	<p>A comprehensive plan for administering, implementing, and progress monitoring of the SIF project is described.</p> <p>The plan thoroughly:</p> <ul style="list-style-type: none"> a. Identifies all school staff responsible for implementing the proposed strategies b. lists staff by job titles, as individuals, or as groups as appropriate (e.g. Title I Director, principal, guidance counselors, department heads, all English teachers, etc.). <ul style="list-style-type: none"> • identifies all resources for implementing the proposed strategies • describes how the resources will be used (tutors, technology, staff professional development, etc.). 	3 (a and b)	<p>A plan for establishing, managing, implementing, and monitoring progress of the SIF project is described.</p> <p>The plan mostly:</p> <ul style="list-style-type: none"> a. Identifies all school staff responsible for implementing the proposed strategies b. lists staff by job titles, as individuals, or as groups as appropriate (e.g. Title I Director, principal, guidance counselors, department heads, all English teachers, etc.). <ul style="list-style-type: none"> • identifies all resources for implementing the proposed strategies • describes how the resources will be used (tutors, technology, staff professional development, etc.). 	2 (a and b)	Requirements not met. .	1 (a and b)	

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3. School Program Administration, Implementation and Progress Monitoring <i>(continued)</i>	The plan thoroughly: c. describes a continuous improvement model including formative and summative assessment data points <ul style="list-style-type: none"> • describes how progress between data collection points will be monitored • describes how needed changes will be determined 	6 (c and d)	The plan mostly: c. describes a continuous improvement model including formative and summative assessment data points <ul style="list-style-type: none"> • describes how progress between data collection points will be monitored • describes how needed changes will be determined 	3 (c and d)	Requirements not met. .	1	
	The plan thoroughly: d. describes the data that will be collected, analyzed, and shared at the school level as part of the progress monitoring process to determine if program changes or modifications are necessary			The plan mostly: d. describes the data that will be collected, analyzed, and shared at the school level as part of the progress monitoring process to determine if program changes or modifications are necessary			

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3. School Program Administration, Implementation and Progress Monitoring (continued)	<p>d. cont. Complete details are provided on:</p> <ul style="list-style-type: none"> • student assessments that will be administered • how students will analyze and track their own progress • how assessment information (formative and summative) will be shared with parents • what assessment data will be collected school wide • what additional data will be collected • how input will be solicited from teachers and other stakeholders • how all data will be collected • how often the various types of data will be collected, analyzed, and shared • how the information from data analyses will be used to impact daily classroom instruction • the process for determining if program changes are necessary 		<p>d. cont. Details are provided on:</p> <ul style="list-style-type: none"> • student assessments that will be administered • how students will analyze and track their own progress • how assessment information (formative and summative) will be shared with parents • what assessment data will be collected school wide • what additional data will be collected • how input will be solicited from teachers and other stakeholders • how all data will be collected • how often the various types of data will be collected, analyzed, and shared • how the information from data analyses will be used to impact daily classroom instruction • the process for determining if program changes are necessary 		Requirements not met.		

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3. School Program Administration, Implementation and Progress Monitoring (continued)	<p>e. The plan includes a detailed timeline that provides:</p> <ul style="list-style-type: none"> • dates for the implementation of all strategies/activities • dates for the progress monitoring activities. • The benchmark assessments and milestones for January, 2010, are provided. • A complete explanation is included as to how these January, 2010, benchmark assessments and milestones will be used as data that will guide the district and school in writing the application for year 2 of the School Improvement 1003g funds. 	6	<p>e. The plan includes a detailed timeline that provides:</p> <ul style="list-style-type: none"> • dates for the implementation of all strategies/activities • dates for the progress monitoring activities. • The benchmark assessments and milestones for January, 2010, are provided. • An explanation is included as to how these January, 2010, benchmark assessments and milestones will be used as data that will guide the district and school in writing the application for year 2 of the School Improvement 1003g funds. 	3	<p>e. Requirements not met.</p>	1	
	<p>f. A careful and complete explanation is provided as to how SIF grant funds and activities will be coordinated with all other school improvement efforts in the school.</p>	3	<p>f. An explanation is provided as to how SIF grant funds and activities will be coordinated with all other school improvement efforts in the school.</p>	2	<p>f. Requirements not met.</p>	1	

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4. School Collaborative Partnerships with Stakeholders (required)	<p>A collaborative planning process is described that includes staff, parents, students, and local community/business partners in the development of this proposal.</p> <p>a. Well-defined data are provided that support a commitment of school staff, parents, and students to fully implement this project is provided.</p> <p>b. Community/business partners are described along with their roles and commitment to the school in supporting the implementation of proposed improvement strategies.</p> <p>c. Community/business partners are listed. A signed letter from each partner, written on the partner's letterhead is included that describes the partner's commitment to supporting the grant.</p>	5	<p>A collaborative planning process is described that includes staff, parents, students, and local community/business partners in the development of this proposal.</p> <p>a. The commitment of school staff, parents, and students to fully implement this project is described.</p> <p>b. Community/business partners are described along with their roles and commitment to the school in supporting the implementation of proposed improvement strategies.</p> <p>c. Community/business partners are listed. A signed letter from each partner, written on the partner's letterhead is included that describes the partner's commitment to supporting the grant.</p>	3	Requirements not met. .	1	

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4. School Collaborative Partnerships with Stakeholders (required) <i>[continued]</i>	d. A collaborative partnership is explained between the district and the school to support the SIF proposal.	2	d. A collaborative partnership is explained between the district and the school to support the SIF proposal.	1	Requirements not met.	1	
	e. A complete process of communication to keep all stakeholders informed of the progress of the SIF project is explained. A far-reaching process for soliciting input from parents and students on the progress of the SIF grant is included.	3	e. A process of communication to keep all stakeholders informed of the progress of the SIF project is explained. A process for soliciting input from parents and students on the progress of the SIF grant is included.	2	Requirements not met.	1	
5. External Providers (optional)	If external providers are funded in the grant, the entities are listed and a brief description of their school improvement experience and expertise is provided.	N/A	If external providers are funded in the grant, the entities are listed and a brief description of their school improvement experience and expertise is provided.	N/A		N/A	
6. School Internal Evaluation	There is a well-defined process of how the school will collaborate with the district on the internal evaluation process throughout the implementation of the project.	5	There is a process of how the school will collaborate with the district on the internal evaluation process throughout the implementation of the project.	3	Requirements not met. .	1	

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7. School Budget	The budget spreadsheet details the school portion of SI funds that will support selected school improvement strategies, aligns fully with the written plan and compliments existing resources.	10	The budget spreadsheet details the school portion of SI funds that will support selected school improvement strategies, partially aligns with the written plan and compliments existing resources.	7	Requirements not met. .	1	
	The budget is detailed using the State's budget codes and includes a budget narrative explaining each budget line item. All calculations are correct.		The budget is detailed using the State's budget codes and includes a budget narrative partially explaining each budget line item. Some calculations are correct.				
Point Total							

Reviewer's Name _____